DOCUMENT RESUME

ED 053 054 SO 001 768

TITLE	Education for International Understanding and Peace, with Special Reference to Moral and Civic Education.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO	ED-MD-17
PUB DATE	20 Nov 70
NOTE	33p.; Report of a meeting, Unesco House, Paris, France, August 17-28, 1970
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Citizenship, *Cross Cultural Training, *Curriculum Development, Elementary Grades, Ethical Instruction, Higher Education, Humanism, *International Education, International Organizations, International Programs, Meetings, Political Socialization, Reports, Secondary Grades, Socialization, *Social Studies, Teacher Education, *World Affairs, World Problems
IDENTIFIERS	*Peace

ABSTRACT

This report covers the committee's views and recommendations toward strengthening the contribution of education to international understanding and peace. Suggestions are aimed at every level, from Unesco officials, to heads of government, to the individual classroom teacher. The report is divided into several major sections: General Observations, Primary Education, Secondary Education, Preparation of Teachers; Higher Education, and Main Suggestions. The sections covering primary through higher education discuss such topics as general educational objectives, curriculum and teaching methods, materials, research and evaluation, and how "worldmindedness" can be incorporated into existing subject areas. An appendix lists the participants, attending in a private capacity from 28 member states, and observers. (JLB)

ED053054

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Distribution: general

ED/MD/17
PARIS, 20 November 1970
Original: English/French

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

EDUCATION FOR INTERNATIONAL UNDERSTANDING AND PEACE, WITH SPECIAL REFERENCE TO MORAL AND CIVIC EDUCATION

Report of a Meeting of Experts held at Unesco House,
Paris, 17-28 August 1970

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INTRODUCTION

1. To examine ways of strengthening the contribution of education, and particularly of moral and civic education, to international understanding and peace, a group of 29 experts met at Unesco House from 17 to 28 August 1970. The meeting was convened by the Director-General of Unesco in pursuance of resolution 1. 271 adopted by the General Conference of Unesco at its fifteenth session.

2. The experts, who came from 28 Member States and who participated in a private capacity, are listed in the Annex.* Also attending were observers from five international non-governmental organizations whose names are likewise given in the Annex.

3. Preparations for the meeting began in December 1968 with the convening of a working party of 14 experts who, meeting under the Chairmanship of Mr. Benjamin Trillo (Mexico), provided guidance to the Secretariat in establishing plans for the meeting.

4. Opening the meeting on behalf of the Director-General, Mr. William Platt, Director of the Department of Planning and Financing of Education, emphasized the need to prepare pupils and students for life in the contemporary world. He stated, in part:

> "In addressing this critically important question, I invite you to join me ... in what may appear to be a diversion: that of viewing the education system as a simulator of real life.
>
> A field in which simulators are well developed is that of crew training for jet transport aircraft. It would be too costly and dangerous to conduct extensive training of pilots in the airplane itself. Instead, a simulator is developed along with each new aircraft. With such simulators pilots can become highly trained at their own pace and in a relatively safe, low-cost environment before having to take risks with the real world of airplanes, passengers, weather, and air traffic. Although the simulator never leaves the ground, it must be designed to match the conditions of the real world as much as possible. To do otherwise is dangerous and costly. Aircraft simulators go so far as to simulate the sound of impact of the tyres and the smell of burning rubber on landing.
>
> What insights can we get by considering education as a simulation system for training students to contribute to international understanding? Should not children be trained in a relatively safe environment before they take over the controls in "real" life?
>
> One of the insights that comes from this model is that attempts to isolate the school from the diversity and problems of the real world merely have the effect of subjecting the learners themselves and society as a whole to high-risk learning outside of school. Instead, the student should become progressively more in touch with reality as his schooling continues, just as pilots are brought step by step to master all the flight controls. On their last day of school, pilots must have been brought as close to reality as possible.
>
> From this point of view, if students leaving school have learned only the glories of national military victories and not war as it is and might become, education as a simulation system has failed. If students leaving school believe in simplistic right-wrong views of cultural, religious and political values, instead of becoming sensitive to the rich pluralism these values offer, education as a simulation system that trains for the practice of international understanding has failed. If students leaving school have been taught to believe their own civic and moral system has a monopoly on truth, an undue burden of corrective education is thrown on the accident-prone real world beyond the classroom, and education has failed as a simulator. If students leaving school are unaware of the intimate connexions between language and culture, they are bound to jump to some misunderstandings in international relations; again education as a simulation system has not done its job. If students have not had an opportunity to understand how economic independence brings more benefits than do autarchy and isolation, education as a simulator has failed. If students leaving school have not learned the art of listening,

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* A number of participants expressed the view that the use of the word experts with reference to Unesco meetings on this subject was inexact. Alternatives suggested were: consultants, advisers, educationists.

the real world must take on the frightening burden of bringing people into true communication with each other. If students leaving school believe that unilateral solutions will suffice for such transnational problems as air and water pollution, economic and social development of less developed countries, and access to resources of the seas and of space, if students believe these problems can be solved without international co-operation, then education as a simulator has failed.

In the foregoing I deliberately used the phrasing 'students leaving school' to suggest that educators must provide simulations useful to all participants regardless of how many cycles or years of schooling the student is able to complete. If 12 years or 14 years or 16 years of schooling were indeed universal, it should be possible to programme the various simulations which contribute to international understanding, if we set out to do so. But part of the real world we must simulate is the growing gap between rich and poor nations. Despite tremendous strides made during the First Development Decade, the majority of people in developing countries are still not able to complete secondary education, much less higher education. Thus the requirements on the education system to which they do have access are the more severe. Each year of schooling must add some value in preparing the student for the real world and not just for a continuation of life in an academic world.

Just how education can be made a higher fidelity simulator to develop international understanding is perhaps the task of your meeting."

5. The speaker then commented on the rôle of each of the four levels of education - primary education, secondary education, teacher training and higher education - to be discussed by the experts. He called upon them, after having considered these stages separately in sub-commissions, to examine the contribution to this aim of education as a whole, with particular attention to the emerging concept of education as a permanent and life-long process with developments and transitions adapted to the interests and growth of children, adolescents and adults.

6. At the opening session the following officers were selected:

Chairman:	Mr. Douglas W. Ray (Canada)
Vice-Chairman in charge of Sub-Commission I (primary education):	Mr. D.V. Owiredu (Ghana)
Vice-Chairman in charge of Sub-Commission II (secondary education):	Mrs. Maria Zakowa (Poland)
Vice-Chairman in charge of Sub-Commission III (teacher training).	Mr. Chadly Fitouri (Tunisia)
Vice-Chairman in charge of Sub-Commission IV (higher education):	Mr. T.A. Lambo (Nigeria)*
Rapporteur:	Miss Irma Salas S. (Chile)

7. In addition to a broad range of reference materials on education for international understanding, the experts had before them six working documents especially prepared by persons invited to the meeting. Another working document was provided by an international non-governmental organization. The agenda for the meeting, a note on Unesco's programme in this field and various information documents were prepared by the Secretariat.

8. The first days of the meeting were devoted to a general discussion. The participants then divided into sub-commissions as indicated in paragraph 5. The second and final week of the meeting was given over to a consideration of the report of the committee as a whole. The experts confided to the Secretariat the task of drawing up the final text of the report in the light of its comments on the draft. The final report of the meeting, as approved subsequently by the Chairman, follows. While it reflects the views expressed in the course of discussion, this does not necessarily mean that all the ideas and suggestions presented in it were endorsed by each individual member.

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* Sub-commission IV was chaired during part of its work by Mr. Walter H.C. Laves (U.S.A.).

GENERAL OBSERVATIONS

9. The development of networks of world relationships in which peace can be maintained despite the differences between nations and cultures has outdistanced today's education. The expansion of travel and communications and of economic, social and political involvements at the international level has already brought about legal and other accommodations between nations which point towards the achievement of a world community. In broad terms, the task confronting all who are concerned with the quality and relevance of education is to help the school, the teacher-training institution and the university to catch up with developments in the world outside their walls.

10. In general young people today receive more information about the contemporary world outside educational institutions than they receive within them. Because of mass media, the earth as a whole has become their immediate environment. They are aware of world events and concerned about them. Education should help them to view these in perspective, to interpret them on the basis of knowledge tempered with judgement, to orient themselves towards the superordinate goals of humanity. At present, the educational process is not effectively discharging these tasks.

11. The fact that young people are already cognizant of contemporary realities is, however, a circumstance favourable to the development of education about them. Another favourable circumstance is that attitudes towards education for international understanding have changed profoundly in recent times. Efforts to develop world-mindedness through education were not so long ago regarded with suspicion grounded on the notion that it was prejudicial to national loyalties and interests. Now, on the other hand, it is widely regarded as a necessary enlargement and enrichment of education for good citizenship. In the view of many, it can in fact help to strengthen a sense of national citizenship.

Some reflections on the meaning of education for international understanding and peace

12. International understanding is taken here to mean the capability of people to comprehend the complexity and variety of human relationships affecting transnational and international relations, whether in cultural, social, economic or political matters; to see these relationships in a world-wide context; and to see the necessity of adjusting them in such a way as to advance human welfare within a peaceful world order. International understanding also involves a feeling of oneness with humanity and the initiation of behaviour patterns appropriate for the furthering of human welfare as a whole. To designate these objectives Unesco is urged to find a more pithy and pertinent phrase than "education for international understanding".

13. Obviously education for international understanding must be described in different terms for different age groups. Essentially, however, it means bringing children and young people to understand that although we live in different communities, with different social systems and ways of life, we must now for certain purposes think of humanity as a unit, a single whole; that there are certain universal human rights; and that as a society, humanity is slowly developing international traditions, laws and institutions which nevertheless permit the continued existence and progress of national traditions, laws and institutions in sovereign States. In sum, education for international understanding means instilling a certain conception of the world and of human relations and shaping habits of thought and behaviour which will further the achievement of a peaceful world order.

14. The task of education for international understanding should not be to encourage pupils to approve or condemn other systems and ways of life without discernment, but rather to lead them to appreciate how and why they differ, and to convince them that these differences form part of the wealth of the human heritage. Further everyone must be convinced that any conflicts which might arise from the differences should never be resolved by war, but by looking to see how the institutions can be adjusted to work for peace and widely-shared prosperity.

15. Everywhere, directly or indirectly, an effort is made to initiate young people into the life and values of their national communities. This is a part of moral and civic education in both its cognitive and its affective aspects. While in a sense it is true that a child's awareness extends gradually from the family through the community and the school to his national society and to human society as a whole, a consciousness of the world can nevertheless be developed from the earliest

stages of education. The child's own curiosity and relative freedom from prejudice are important assets at this period. Each year of schooling should add something to his world-mindedness so that it is based increasingly on expanding knowledge and maturing attitudes. Children and young people respond readily to discussion of issues that cross national boundaries, and not least to their moral aspects, when these are linked to their own interests and problems and lead on therefrom to the world outside.

Moral and civic education

16. Moral and civic education present important potentialities for promoting international understanding. They are conceived differently by different societies, the contrasts being most striking in the case of moral education. In some systems direct teaching in specific lessons or courses of studies is a basis of moral education. In others, it is considered that moral education should be a function of the school as a whole rather than a curricular subject. Each approach has its proponents and the committee did not attempt to take a stand on the issue.

Curricula and examinations

17. There is urgent need for the reform of curricula to strengthen their international dimension. Revision of curricula should be a continuing and permanent process in order that educational programmes may keep abreast of developments in international affairs and relations. As a first step where it has not already been taken, the international aims of education should be defined. Information and source material about long-term programmes of curriculum research and development in this field which are being carried out in some countries should be widely disseminated, if possible through Unesco. This would do much to reduce duplication of effort by different countries and to gain time.

18. At present curricula are too often imposed on teachers and their charges by educational authorities without the necessary broad consultations. As far as practicable, teachers at different levels of the educational system should be involved in the process of curriculum research and development so that there will be the widest possible consultation and involvement in effecting curriculum change, whether at the university, teacher-training, secondary or primary level. In addition, there is a growing conviction on the part of educators that young people must also be given the opportunity to participate in the work. They are the ultimate "consumers" for whom curricula are fashioned but thus far have been given little or no voice in their preparation and revision.

19. It follows from the foregoing that examinations, whether centrally administered or not, must likewise be adapted to the purposes of education for international understanding.

Research and evaluation

20. Education for international understanding, because it aims at developing certain qualities of mind and spirit and certain forms of social behaviour, presents special difficulties for research and evaluation, and comparatively little has been done in this respect. A particular problem arises from the large number of variables which enter into the formation of ideas and attitudes on matters pertinent to international understanding. The fact that pupils are generally more influenced by the home, the community, the mass media and other external factors makes it extremely difficult to ascertain precisely what effects can be attributed to education in the formal sense. Some contend that education for international understanding can be broken down into measurable components; others feel that the results of education for international understanding are largely self-evident or that in any case judgement of the results cannot rest on objective measurements alone.

21. Despite the difficulties, research and evaluation should be carried out in order to determine what methods and programmes are most effective in achieving objectives. Conventional techniques for the assessment of attitudes exist but have rarely been applied in the field of education for international understanding. There is a great need for the development of new kinds of instruments, and, for this, intensive research is required. This will be a long and costly task. Unesco should take the lead by encouraging and assisting research at the national and regional level, coordinating efforts and facilitating transnational communication and co-operation. It should further the creation of the necessary research institutions where they do not already exist. To these ends,

it would be useful to establish in the Unesco Secretariat a small team of specialists to advise and assist Member States in research matters in this field.

22. There is need for research of different kinds, for example:

research on international political integration aimed at identifying the components of a liveable political climate, just as efforts are now being made to ascertain what is a liveable ecology and to monitor the dangers to it. A related need is that for research on the diverse conceptions of what an integrated world society should be;

research on the "youth culture" which is emerging around the world and is exerting an impact on many societies;

research on child-rearing practices in different countries, with a view to studying their relationship to the development of social attitudes and behaviour relevant to international understanding;

research on the formation of international images and understanding and on the changing nature of stereotypes;

research on the attitudes and conceptions of teachers themselves as regards education for international understanding and of the work they are doing to further it;

research to evaluate teaching materials and to devise culture-free materials, including games and simulations, which can be tested through international use;

research on the effects of direct international contacts, for example on students or teachers working in foreign lands.

23. Research into larger matters such as some of those mentioned should not obscure or supplant research on matters of immediate interest and use to schools and teachers already engaged in programmes of education for international understanding - for example, on the relative effectiveness of different programmes and methods. Nor in any case should action be delayed while awaiting the results of research, as the time for the school to catch up with the contemporary world is growing shorter. The good judgement of teachers and educators and the experience already acquired provide a substantial basis on which action can be carried forward with much confidence.

The Associated Schools Project in Education for International Understanding

24. Valuable experience has been acquired, for example, through Unesco's Associated Schools Project in Education for International Understanding, which has touched upon not only methods and programmes but also on problems of research and evaluation. This is a useful activity which deserves full support. It has produced substantial results in many countries - for example, the better adaptation of curricula and programmes to the purposes of international understanding, the production of new teaching materials, and increased interest on the part of educational authorities and teachers in the problem as a whole and in such particular matters as educational research and development.

25. While it is recognized that the number of Associated Schools working in direct contact with the Unesco Secretariat and National Commissions must for practical reasons be kept within manageable limits, the "pilot" function of Associated Schools in any given Member State should be strengthened and it should be further extended among Unesco Member States, only about half of which participate in it at present. Every effort should be made by the highest appropriate educational authority to generalize the successful experience of the pilot schools throughout the educational system. In some instances, it may be feasible to increase the number of individual classes taking part in different schools rather than the number of entire schools taking part. Similarly, the expansion of Unesco clubs, United Nations clubs and other student groups which have proved useful in promoting international understanding should be encouraged.

26. The programmes of Associated Schools should be constantly renewed through the introduction of fresh themes and topics relevant to the world today. At the same time, particular care should be taken that teaching about other cultures and societies achieves positive rather than negative effects.

The quality of the work done should be maintained through special support in the way of teaching staff and equipment, in order that Associated Schools can serve as respected models for others.

27. In some countries, teachers from Associated Schools have assisted in curriculum development, revision of examinations, training of other teachers and other tasks involved in improving the general quality of education. The possibility of using teachers from Associated Schools in this way should be examined in all the countries taking part in the programme.

28. It is essential that further efforts should be made to evaluate the results of the work of Associated Schools. It is evident that the scheme as a whole is effective in promoting education for international understanding and some of its results are apparent (see paragraph 24). Nevertheless, closer study of methods, programmes, materials and output is needed. Universities and centres of research should be associated with this work and the experience of different countries in the matter of evaluation should be widely disseminated. Unesco should consider setting up a small working party of specialists to recommend patterns, techniques and procedures of research and ways of ensuring the international exchange of information concerning it.

The education of young people and adults out of school

29. It is indispensable that effective methods and programmes of education for international understanding be devised to reach the huge numbers of young people who do not finish school and the adults who, through the home and community, exert a preponderant influence on children and young people in school and have also their important rôle to play as citizens of their communities and countries. Education for international understanding should be a main item on the agenda of conferences and committees convened by Unesco on the education of young people and adults out of school.

The mass media and education for international understanding

30. Mass media exert an increasingly powerful influence on the individual's knowledge and attitudes concerning the world today. The agencies and persons responsible for them in different countries should consider it an essential civic obligation to use these instruments more effectively to promote better international understanding and relations. The pursuit of this objective need not and should not entail any compromise of function or integrity.

31. The advantages of applying to education new media and techniques developed in mass communications are obvious, and they can enhance education for international understanding as much as education in other areas. They speed up mass education at a reasonable cost, and make education more vivid and direct than that provided by traditional teaching methods. To ensure that they are used to best effect, however, further research is needed, fresh material must be prepared, and teachers must be trained in new skills.

32. The impending wide-scale employment of satellites for educational and other purposes makes it urgent for the world community to proceed with the formulation of standards for their use which will further the aims of international understanding.

PRIMARY EDUCATION

33. The foundations of education for international understanding must be laid in the primary school. While children begin to develop attitudes and values even before they enter pre-primary or primary school, and may quickly acquire either favourable or unfavourable attitudes, they are probably more generally free than adults of prejudice, discrimination and other tendencies which obstruct international understanding. The primary school must develop means of counteracting those environmental influences which divide mankind and destroy international understanding.

34. International understanding is furthered by two important rôles of the primary school. Increasing the child's awareness of distinctions enables him to avoid simplistic prejudices. He has more categories for classifying people and thus need not force them into ill-fitting stereotypes. At the same time, the child gradually develops judgement about influences and can more readily avoid basing his behaviour upon those which seek to disrupt or to destroy.

35. The primary school should aim at developing in children knowledge and appreciation of the world as a community made up of individuals, families, communities and nations which differ in many ways but which are fundamentally similar in their needs, aspirations and reactions. Obviously, this process must begin with the child's immediate environment and with his own society. The objectives should be to make pupils conscious that people have a common destiny in spite of the world's immensity and diversity; to make pupils aware of the need for solidarity to ensure the existence of each of us; to create a feeling of goodwill towards all; and to show that peace is beneficial.

36. These tasks can best be accomplished by the primary school under certain conditions. The essential requisites are that children must be treated as individuals and that the school itself, in its atmosphere, programme and operation, should serve as a model environment for the development of attitudes and patterns of social behaviour consonant with the aims of international understanding.

Curriculum and teaching methods

37. Within the primary school the curriculum should be structured to help the child develop an understanding of his own behaviour and that of others. It is from realistic concepts of the complex nature of the relationships between man and his physical and social environment, of the forces moulding individual differences and of the nature of emotional factors in thinking and decision-making that a deep and abiding sense of international understanding can develop.

38. The concept of curricular subjects in the primary school as separate compartments is breaking down. At the primary level it is necessary to define aims in these fields of human relationship and then determine how the mosaic of subjects, integrated into a whole, can contribute to them. Teaching should be focused on the human element. Lecturing on such topics as cultural interrelationships, the principles of human rights, international organizations and the rôle of law is generally not very effective at the primary level. Children are not ready for the abstract concepts involved and it does little good to preach at them. There are, however, many indirect ways of going about the task which will help to create constructive attitudes and open the way to direct teaching at a later stage. For them to be successful, it is desirable that the teacher himself should be well-educated and aware of the importance of such factors in society.

39. Each of these ways allows for a variety of approaches consistent with the basic rôle of primary education as being to develop the individual child through his active involvement in the learning process, through the use of his immediate environment and through extending his knowledge from the area of his own experience to that which lies outside it. The child can be made aware of cultural interrelationships, for example, through observation of and inquiry into relationships in the groups with which he is familiar - the family, the school, the community, religious or other groups, urban and rural populations. Education on the principles of human rights, in which it is particularly important to treat the pupil as an individual person and as a boy or girl, can take its point of departure from many situations arising in ordinary school and class activities. It is fundamentally a form of moral training in which the child is taught not to covet other children's personal possessions

or to take them, not to be cruel, to practise fair play in games and so on. Teaching about organizations can likewise begin with the familiar. Group activities involving co-operation within agreed rules to achieve certain objectives can lead to a discussion of organizations and how and why they have been set up - the school itself, the local law-enforcing agency, the fire department and others which show the need for organized co-operation. In many countries, moreover, the United Nations and its related agencies have become a part of the daily life of communities through the field activities of these institutions. In these instances the occasion for teaching about world-wide organizations is provided by realities within the child's experience. A sense of the rôle of law can be engendered through the making of rules together with the children to govern conduct, class activities and games. Here the aim should be to encourage observance of the rules through respect for their spirit rather than through fear of punishment: it is to be remembered that participation in enjoyed activities does more to develop public spirit than authoritarian imposition of rules.

40. For these purposes the teacher can either wait for situations which will provide a point of departure or he can create them. The latter approach can be effectively pursued through games and simulations directed towards specific ends, with the children drawing their own conclusions from their experience.

41. Many educators in systems where moral instruction is offered as a specific school subject (in other systems, moral training may be looked upon rather as a broad, continuous function of the school experience as a whole) feel that the primary stage is especially propitious for such instruction. In their view, young children are responsive to moral guidance by adults and from the age of eight or nine can profit from short lessons based on texts in prose or verse. The teacher must be careful, however, not to project teaching too far towards moral duties in adult life, as the child's moral conceptions are linked to the demands of the present.

42. Two essential points have already been indicated. First, teaching must be based constantly on the child's immediate experience or on experiences which he can readily understand. Second, the school should provide a living social environment in which each pupil can play his own part and at the same time learn to accept the restrictions and responsibilities imposed by community life and gain a proper awareness of his personal rights.

43. The constant use of activities and constant participation by the child in the learning process are probably more important in the primary school than at other levels of school studies. Active methods of inquiry and discovery are the most productive ones, particularly in the sphere of education for international understanding. When programmes are designed to contribute to the ongoing normal development of the child and when the child feels his development as a unique individual is respected by his classmates and encouraged by his teacher, the necessary conditions for education for international understanding are created. Learning by experience is the main formula. Opportunities of putting it into practice are presented by such activities as team work, surveys, research and use of documents, classroom drama, manual and aesthetic activities, contact with people from different countries and school correspondence.

44. With children between the ages of six and ten, it may be desirable to continue to use the pre-primary methods and adapt them. The life of children in other countries and other continents should remain a central theme: their games, songs, holidays, food, clothing, homes and relationship with their parents offer many possibilities for stimulating the pupils' interest in and friendship for children in other countries. The teacher should present the life of children in relation to their environment and bring out the causations which explain different customs and behaviour. The study of the immediate environment can lead to the discovery of natural or manufactured products which originated in other regions; the introduction to history through such centres of interest as dwellings, clothing and means of lighting and transport can evoke other ways of living; local geography can encourage children to discover in the vestiges of the past, still visible in many places, signposts which will draw their attention to the influence of other civilizations on their own culture.

45. With children from 10 to 12 the range of possibilities becomes even wider. It is at this stage that the child begins to make abstractions, to understand concepts about human behaviour. He can observe individual acts and begin to make meaningful generalizations about them and to draw conclusions. Efforts can be directed at other centres of interest: the lives of great men and women of other countries; the study of a particular country or region, perhaps taking its point of departure from current events there; participation in activities undertaken out of international solidarity or in the programmes of children's organizations or youth movements; activities related to town-twinning; celebration of Human Rights Day and United Nations Day.

Materials

46. One of the greatest obstacles to the development of education for international understanding at the primary level is the lack of suitable teaching materials. In some less developed countries, where there is a shortage of teaching materials of all kinds, this is part of a larger problem. As new materials are developed, it is important that the aims of education for international understanding should be considered wherever they are compatible with other requirements. In the more developed countries, the materials in use are often unsatisfactory from this point of view because they are out of date, inaccurate, superficial, unbalanced or lacking in international perspective.

47. Stress should be laid upon multi-media approaches involving the use of films, diapositives, photographs, recordings and other aids. For international as well as national use, non-verbal picture materials are both suitable and inexpensive. International exchanges of materials prepared by the pupils themselves, describing their environment and daily life, are an effective way of involving children directly in learning about their own and other countries and at the same time showing them that their knowledge, judgements and talents are respected. In exchanges between more- and less-developed countries, the incidental costs might be borne by the more prosperous parties to the exchange. Unesco should encourage the work of international non-governmental organizations active in this field.

48. It is of course necessary that materials about other countries and cultures should be authentic, balanced, accurate and up to date. Many do not now meet these standards. Unesco should encourage and assist its Member States in the preparation, for international use, of suitable materials about their history, culture and way of life. Another procedure would be for authors of textbooks dealing with other countries to base their work on information from up-to-date textbooks in these countries. Further, arrangements might be made for the checking of textbook material by specialists in the countries concerned. Finally, teachers themselves can be encouraged to examine their textbooks carefully from the point of view of their contribution to international understanding.

49. However good teaching materials may be, it must be kept in mind that children are also - and perhaps more strongly - influenced by written and audio-visual materials that reach them outside the school - for example, films, popular literature, comic books and television programmes. The teacher cannot ignore this fact. It should be dealt with positively through discussion and analysis in the classroom so that the children themselves can develop good judgement concerning them.

50. In efforts to solve the problem of teaching materials, Unesco and its Member States and regional organizations as well should play a leading rôle. They should be assisting in such tasks as the establishment of resource centres, the preparation of bibliographies and guides, the organization of exchanges of materials, the encouragement of textbook review and improvement and the preparation of new kinds of materials.

Research and evaluation

51. The importance of emotional factors in learning at the pre-primary and primary stages cannot be over-emphasized. Recent research indicates that they are in fact inseparable from intellectual factors. The teacher should address himself to both, for the affective responses of the child can and should be trained as well as the cognitive. To achieve this the teacher should treat the child as an individual, and here is another compelling argument for active methods in the classroom. They enable the teacher to observe the personality of the child, whereas methods which leave the child passive do not and may in fact produce frustrations which lead to aggressivity.

52. Research has already engendered a considerable body of literature on the influence of emotional factors on perception and learning, on critical stages for attitude change and related matters. Much, however, remains to be investigated and understood. New techniques, such as the use of especially designed games, offer prospects of fresh discoveries in this field. Sociological research on a wide range of subjects - from child-rearing practices in different cultures to the life of the school as a group with its own cultures and sub-cultures - will also shed new light on learning processes and on problems directly related to education for international understanding.

53. The evaluation of the relative effectiveness of different methods and programmes presents an extremely difficult problem for which wholly satisfactory solutions remain to be found. Many feel that quantitative measurements by the use of standardized "before-and-after" tests do not go

far enough and that what is needed are tests, such as projective tests, directed more to the individual child.

54. Unesco should stimulate and assist further research on education for international understanding at the pre-primary and primary levels, for example, by helping in the establishment of national and regional research centres where they are lacking and by involving professional non-governmental organizations in the work. A useful contribution would be the preparation of bibliographies and inventories of projects in this field. Teachers themselves should be encouraged to undertake projects of action research such as have been carried out in Associated Schools. A more specific kind of project which can be suggested would be the application, perhaps in a group of Associated Schools in different countries, of new kinds of curricula and materials designed to promote international understanding, with an appropriate apparatus for the preparation of teachers to be involved and for the evaluation of results in different cultural settings. Such an experiment could be carried out in co-operation with National Commissions, centres of research and specialists; it would not only extend our knowledge of the learning process itself but would also point the way towards innovations which are needed if primary education in this field is to achieve its goals.

SECONDARY EDUCATION

55. The pupil entering secondary school has been influenced both by education at the primary level and by his environment in the home and the community. In general, his abilities to communicate should already be developed, his perspectives enlarged, and his capacities for co-operation in school activities strengthened. Thus, he should be ready, intellectually and emotionally for more intensive education concerning the contemporary world.

56. The pupil may also, however, have become more critical and conscious of himself and of the outside world. He may have begun to question traditional, dogmatic norms based on values which are not his own. Such a critical attitude can on the one hand engender a negative reaction to the ways in which society attempts to solve its problems; on the other hand, it can also provide a strong motivation for active participation in efforts to improve society.

Objectives at the secondary level

57. Possible objectives at the secondary level might be:

(a) to develop understanding of how peoples have lived in the past and in the present, and to arouse an active and sympathetic interest in mankind and in human endeavours and achievements;

(b) to develop awareness of each nation's contribution to science, technology, art and literature;

(c) to create awareness of the fact that although the nations of the world are still divided by political interests and ideologies, they are increasingly interrelated through economics, science, technology, communications and culture;

(d) to develop a conviction that international co-operation is necessary in order to maintain peace;

(e) to develop relevant skills and attitudes: the ability to analyse and evaluate situations and information rationally; a willingness to listen to others and consider their views; a capacity for collaboration in group work; a desire to work for the common good.

Moral education

58. As has been stated, conceptions of moral education vary considerably in different countries. All agree that the entire curriculum and life of the school should contribute to moral education. However, sometimes a particular course is used to make moral education a distinct part of the syllabus.

59. Whatever the approach to moral education, it is an essential component of education for international understanding which presupposes the fostering of such fundamental values as tolerance, mutual respect, concern for justice and liberty, and consideration for others.

60. Admittedly it is preferable not to start from moral considerations in the educational process but from the study of realities and involvement in an action. The fact remains, nevertheless, that young people do wonder about the values of life, and want to know what is the human ideal for which so much effort, work and even sacrifice is demanded. It is accordingly necessary for the teacher to be able to reply to the questions troubling the young, and help them to find an answer.

Curriculum

61. Teachers and educational authorities should consider how to give a broader coverage at the secondary level to current national and world problems. One possibility is to combine fundamentals of such subjects as history, geography, economics, humanities and psychology into an

integrated course. Such a course might continue through several years at the secondary level. Whatever the particular syllabus, however, the goal should remain that of developing knowledge and skills essential to civic education in a world community.

62. While the integrated course may be effective, it is to be remembered that all subjects have a potential for the promotion of international understanding. Some, because of the international character of their subject-matter, are more readily adapted than others to the furthering of this aim. Educational authorities should encourage the development of co-ordinated curricula so that each course makes its particular contribution to the total effort of the school.

History

63. Making a point in the curricula of restoring national history to the context of universal history and giving as much attention to civilizational as to political and military matters, if not more, is to reflect in education the advances made by historical science which has recently discovered the vast field of economics and sociology. It is also to reflect in education the transformations of a world which can no longer live in separate compartments, and in which international relations are continually expanding. This is one of the best ways to train the rising generations to understand the world in which it will have to live and work.

64. Nevertheless peoples are still kept apart by resentment, prejudices, hatred and the power of historical memories which prevent them from coming together. The divers causes of discord between the peoples cannot be passed over in silence. All depends on the light in which they are presented. It is certainly not a matter of excusing them but much more of explaining them. Replaced in the environment which begot them, they lose some of their virulence and, reliably, of their activity; they cease to be the kind of absolutes launched at each other by rival propaganda machines, and becc me instead, what they really are, facts relating to an historical situation which is most often past and gone.

Geography

65. Geography is a complex discipline, in that it comprises physical, geological, climatic, hydrographic, astronomic, zoological and botanical elements. It also presents social, political, economic, historic, demographic, anthropological and archaeological aspects. This eclectic combination offers excellent possibilities for developing international understanding on both the cognitive and affective levels. In particular, the teaching of geography can reveal to pupils the vital common denominators which link different countries, peoples and cultures and these will help to make the differences among them more comprehensible.

Economics

66. Through the teaching of economics the need for international co-operation towards a more equitable use of the world's resources can be demonstrated. One aim should be to develop objective critical thinking about the different ways of dealing with economic problems in various countries and regions of the world; another should be to make the pupils aware of the expanding economic interrelationships between countries. Special emphasis might be given to the rôle which education can play in economic development.

The mother tongue

67. The basis of the ability to understand and communicate facts, opinions and ideas is command of the mother tongue. The teaching of the mother tongue therefore is of essential importance in developing skills necessary for the growth of international understanding.

68. The study of literature can be considered under this heading. Literature is to be approached first of all, of course, as literature, and studied as such. But, in addition, great literature often represents philosophical concepts, moral values and humanistic principles which are relevant to the aims of international understanding and therefore offers valuable resources for the programmes in this field.

Other modern languages

69. The teaching of other modern languages should be a vehicle for bringing pupils into closer contact with the life and culture of other peoples, thus enabling them to understand better the political, social and economic changes taking place in the world. It is suggested that as large a choice as possible of modern languages should be offered in the secondary school curriculum.

70. Modern languages curricula might be strengthened by incorporating such topics for reading, research and discussion as: the life and works of distinguished men and women in different countries - scholars, inventors, leaders in the struggle for progress and peace, writers, poets and artists; co-operation between different countries in cultural, scientific and economic spheres; and historic friendly contacts between cultures as reflected in their literature.

Mathematics, physics, chemistry and biology

71. The teaching of mathematics, physics, chemistry and biology can give young people the opportunity, among other things, to acquire a broader knowledge of the development of those sciences throughout the world, of the results of scientific research of international importance, and of the contribution made by different countries and distinguished men towards scientific progress.

72. The teaching of biology and health education should provide the opportunity for explaining world health problems and the part played by international co-operation in combating disease.

The arts

73. In the arts, knowledge, skill and aesthetic judgement should be nourished on subject-matter drawn from all parts of the world in such a way as to make pupils conscious of the inter-cultural character of humanity's artistic heritage and to deepen their sense of fraternity with other peoples.

Contribution of specific topics

74. Certain topics, such as the study of other cultures, human rights, international problems and international co-operation can be readily integrated into the regular subject curriculum at the secondary level.

75. The study of other cultures contributes in a meaningful way to the development of international understanding amongst students. At the secondary level pupils invariably come into contact with different cultures through languages, history, geography and so on. Although better understanding of other cultures does not necessarily lead to approval of them, ignorance of them is almost certain to result in faulty judgements, discrimination and stereotyped thinking. What is needed is to broaden and deepen cultural studies through the introduction of new approaches, information and materials. Many schools have found it useful to concentrate on selected cultures in several curricula courses. Such events as International Education Year, topics such as man and his environment, and the celebration of the anniversaries of great men provide occasions for studying other cultures in various disciplines.

76. In history, civics, current affairs, social studies and other courses, questions concerning human rights will inevitably come up. It is important for students to realize that in many disputes both parties may feel that they are defending their legitimate rights and that the problem is to find ways and means by which conflicting rights may be accommodated. Within national societies this should be one of the aims of civic education. If education is to be related to the needs of a world order, it is necessary that procedures for dealing with problems in a national context should find their corollaries in international affairs. Moreover, it should be made clear that, though certain rights may be regarded as relative, nevertheless others are inalienable, for example, those formulated in the Universal Declaration of Human Rights. An aim of international understanding and peace should be to foster attitudes which facilitate solutions to controversial issues.

77. Older pupils want to be given information on the most immediate international problems. Secondary schools can undertake this task in several ways, of which the following are examples: (a) collection of documentation both by teachers and by the pupils; (b) study and discussion of

documentation; (c) analysis of several possible solutions according to political options to a single problem. Young people are thus led to an understanding of how problems present themselves and what possible solutions can be envisaged, to choose for themselves the solution that appears best to them in the light of all the facts, and to understand why others may hold a different opinion.

78. International organizations can also be a topic of interest to pupils at the secondary level. They should be viewed in terms of the essential needs which they were created to meet. Some questions which might be discussed are: (a) how they organize international co-operation, so that representatives of rival or even enemy nations can be found working together side by side; (b) what they try to do to remedy present injustice in a world divided between countries constantly becoming richer and countries which remain poor; (c) how they work for better international understanding and for disarmament and peace. The enormous gap between the needs of the present-day world and the means at the disposal of these organizations should be made clear, as well as the essential fact that the functioning of intergovernmental bodies depends upon the intentions and activities of the sovereign States associated in them. An understanding of these fundamental truths will help to allay in the minds of young people any feelings of disillusionment, indifference or hostility towards international organizations because they have not solved the world's problems. Stress can be laid upon the irreversible trend in the direction of international co-operation and aid to development and on the need to speed it up and make it more effective.

79. Programmes concerning these topics need not and should not be introduced arbitrarily, but should take their point of departure from appropriate contexts in curricula studies and from the interests of the pupils themselves. In order to establish a sincere and constructive dialogue with pupils, the teacher will need to be aware of the orientation they have received from earlier schooling; this in turn demands co-operation among teachers at all levels. As pupils are also influenced by the milieux from which they come - and schools increasingly comprise mixed groups from different milieux - it is also important to strengthen co-operation between parents and the school.

Exchanges

80. In co-operation with National Commissions, ministries of education and teachers, Unesco and the other international organizations should promote exchanges of notes between the secondary schools on their experience in the domain of education for international understanding and peace, and action towards passing on the results of the activities of the Associated Schools to other schools.

81. Encouragement should be given to all possible forms of in- and out-of-school contacts between teachers and pupils of different nations and cultures, for example, exchanges of visits, seminars to give an idea of the life and culture of a particular country, holiday camps, tourist excursions and voluntary work for educational, cultural, economic and social development, etc.

82. Exchanges of teachers can be of particular value in promoting international understanding. These should include exchanges within as well as between countries. Too often, however, they are limited to the more affluent countries, and efforts should be made to extend the reciprocity between more developed and less-developed countries. To be effective, such exchanges must of course be carefully prepared. A beneficial measure would be to set up centres or services for receiving foreign teachers so as to facilitate their contacts with teachers in the host country.

Needs of less-developed countries

83. In less-developed countries, many leaders and administrators come to their work directly from the secondary level. In these circumstances it is especially important to broaden the international dimension of secondary curricula and to provide assistance - for example, in the form of scholarships - to enable secondary school teachers to study and travel abroad.

Research

84. What has already been said about the need for research applies to the secondary level as much as to other levels. An evaluation of programmes, methods and results in different educational systems would be particularly useful.

THE PREPARATION OF TEACHERS

85. Since it is recognized that education should help to prepare young people for the world in which they will live; that a network of international relationships is being established and that these relationships (or the lack of them) will have profound effects on the life of each of us; and that the curricula followed and the loyalties fostered in educational institutions are therefore in need of appropriate extension, then it follows that those who are being prepared to teach in the schools stand in need of corresponding developments in their training.

86. What can be done in this particular respect depends in some degree on the general level of education and of teacher training in a country at a given time. Where many teachers have little more formal education than the children they teach and a training so short that it has to be limited to the most basic matters of classroom practice, it would be vain to expect teachers to be informed observers of world affairs, with perhaps some specific preparation for teaching about them. Nor can one call on teachers for a high degree of informed initiative if they have had little or merely routine training. Therefore, it is necessary to be prudent in putting forward general prescriptions.

87. In particular it must be kept in mind that many schools can hardly afford the simplest equipment and many teachers cannot afford to buy books or newspapers of their own. Even in countries that can give several years to the training of their teachers, there is a multiplicity of things to be learned and done: education has to be studied in its various aspects, historical, psychological, sociological and philosophical; the methods of teaching in different fields of study must be worked at; there must be time given to practice teaching; and the students' own education must be continued. If we are concerned that an increasing world dimension should be given to their own education and to their training, so that they can transmit this to the young in due course, there must be a continuing series of developments in this direction, each of which seems reasonable and possible, given goodwill, at each particular time. Every future teacher should have a view of what might be better than what he may find in the school where he is to teach, but he must also feel that the next steps recommended to him are attainable.

88. It is reasonable to believe that, whatever the level of development of education and of teacher training, an advance can be made over what is at present to be found. It is the particular things that can be done with success that will vary from country to country and often from school to school or from training college to training college. While generalizations can be made as to the kind of thing that may be done, particular suggestions may be applicable in some countries and not in others. Although, as has been said, teachers should have a vision of the best, their training, if it is to give them confidence in its applicability, must not be too far removed from the conditions of the schools in which they will soon find themselves teaching.

Objectives and programmes

89. In order to achieve the objectives of education for international understanding and peace, teacher training should aim at a higher level of attainment in respect to the knowledge and attitudes of students; in this task the personality of the teacher is generally as important as his knowledge. Hence the importance of active methods of education which favour the development of creativity, initiative, understanding of individual and group psychology and experience, and of techniques of discussion and teamwork.

90. Teacher training might aim at:

helping future teachers to understand the reasons which explain, as regards both the present and the past, the diversity of peoples and cultures, and the fact that diversity is a source of enrichment for all humanity;

helping future teachers to understand that modern life is enriched by reciprocal influences between nations, a fact which illustrates the interdependence of peoples;

helping future teachers to understand that an international community conceived according to the principles of the United Nations Charter and of the Universal Declaration of Human Rights is in our epoch not only desirable but necessary, and that it requires the development of an international civic spirit and a sense of responsibility for the international community and for peace.

91. Training programmes can be developed in various ways, for example, through special activities drawing upon various subjects in curricula for the training of teachers in various kinds of institutions; special training courses for teachers in service; and lectures and optional courses intended for all interested educators.

92. In some education systems, it may be feasible to develop training programmes on the psychological plane by giving trainees an awareness of the basic motivations for their undertakings in favour of international understanding. In fact, the forms and habits of behaviour, the way of thinking, and the affective tone of experience during childhood and adolescence, have a deep effect on the entire existence of the individual and can influence in important ways his attitudes, actions and conceptions. Future teachers can be trained to be conscious of these psychological realities and to make use of them in their teaching. Further, where conditions permit, training in methodology might aim at developing the future teacher's conception of his rôle in planning and organizing projects; his understanding of the importance of teamwork; his sensitivity to the choice of subject themes; his skill in the elaboration of syllabuses, work plans and essential materials; and his capability to handle at least elementary means and techniques of evaluation.

Training for the primary school

93. The primary schools mark an important stage in what has been called the "socialization" of the child, as he moves from his home to his first wider and specially organized public community. It is also the place where he learns the basic skills of the educated man, especially in reading, writing and numbers; and it is the place where his exploratory curiosity begins to shape itself in terms of organized knowledge though in most modern primary schools this is not done through formal subject divisions. In addition, in a good primary school, he finds increasing scope for developing his skills of hand and body and for expressing his imaginative response to life. On the whole he is not yet ready for concepts considered in abstract form, but the rudiments of concepts, both moral and intellectual, begin to take shape for working purposes in his mind. What is the scope of the teacher here for making the child aware of the great world of mankind, as well as of the little world that he knows at first hand? And how can the future teacher be trained to do this?

94. Taking the school in its social aspect first, the essential problem is one of a widening society and a widening social education. The social experience of the primary school is a transitional experience. It leads on from the home to a wider society than the primary school itself. At the same time the primary school is itself a community. And it is in the primary school as a community in itself that experience must be gained which can be taken over and developed in the wider society that will come later. This function of the primary school must be understood by the future teacher, and it can be explained not only at the sophisticated level of the sociologist but also, effectively, in much simpler terms. Every teacher, whatever the matter he teaches, is concerned with this development. The future teacher should learn how to use the appropriate opportunities to nourish ways of behaviour that are valid in wider societies, including that of mankind as a whole, and on occasion to point the moral quite explicitly in the direction of humanity as a totality. The school may be a multi-racial or a multi-religious school and the teacher must show not only that the school does stand for the rights of all human beings to have their own beliefs and their own ways of life, but also show why this is so.

95. The basic point is a simple one: the future teacher should be taught the rôle of the primary school as an all-important transitional social experience. It should be emphasized more and more that the transition is not only to national but also to international society. That emphasis can be given, quite naturally and without distrubing any general structure, in every training institution that teaches future primary teachers to think of the rôle of primary schools in the development of young children into young adults.

96. As regards the teaching of the basic skills, and especially of reading and writing, this is again a matter of training the teacher to use opportunities. Reading matter, as the pupil goes up the school, will be bound to present matter that goes outside the national frame. The use of reading materials with such matter in them should be encouraged, always of course with due regard to the child's age and capacities.

97. As to the introduction to the main areas of human study - science, mathematics, the society around us and its history and geography, language, and the expressive arts - the immense scope for giving the child's experience a world dimension, in terms entirely suited to this

stage of his development, has already been suggested in the section on primary education. The training of the teacher in this regard presents no difficulty in principle, though it may in practice. It is fundamentally a matter of emphasizing to the future teacher what possibilities arise here and the desirability of taking them into account.

Training for the lower secondary school

98. The lower secondary school is for some of its students merely a part of the secondary school that they will attend till they have completed their secondary education, but for many young people it makes the terminal stage of school education before they take up work. It is a stage in which a greater appeal may be made to abstract concepts, whether as part of the necessary preparation for higher education or as basic information for the world of work and adult society which the youth will soon be joining. Teaching is organized more in terms of separate subjects than in the primary school, but the teaching in many areas will be integrated. Thus, there may well be integrated or general science rather than separate physics, chemistry and biology, and there may be integrated "social studies" rather than separate history, geography and civics. Even if subjects are separated, a good deal of time will probably be given to joint studies between subjects. And there will certainly be continued use, in many such schools, of the interdisciplinary "project".

99. One thing that is certainly needed in such schools is a fairly well-structured course for those for whom this education will be terminal, giving them knowledge of and helping them to adjust to the adult society. This may take the name of civics or moral education or social studies, or it may simply be "discussion periods". But if it follows the interests and concerns of young people about to go into the world of young adults, it must include themes that are international. One can start almost anywhere. It would be possible, for example, to start with the World Cup in football and lead on to a discussion of many things: the conditions in which international sport encourages good international feeling, and the conditions in which it does not; the importance of internationally observed rules and of commonly accepted conventions as to how the rules shall be interpreted; the degree to which language difficulties get in the way of international understanding; and so forth. It would be possible in many schools to discuss questions of racial tensions. It would certainly be possible to discuss the rights and wrongs of current wars, and of the need for strengthening the machinery for their peaceful settlement.

100. For this kind of teaching, teachers do need some special training. There are no textbooks for them to follow automatically. Teachers need training in how to persuade the young to get the facts clear before venturing into realms of opinion; in how to compare what one newspaper says against what another says; in how to get behind the newspapers to more basic documents and to first-hand experience; in how to deal not only with rights and wrongs but with rival rights, each with its own validity but in need, indispensably, of reconciliation one with another.

101. Less unfamiliarly, the traditional school subjects can be given an increasing world dimension. In particular, there is an increasing feeling that there ought to be a systematic attempt in these years in the teaching of the history of mankind as a whole. The familiar argument against this is that it will be superficial. The answer is twofold: first, that from the point of view of the serious historian, all school history teaching is superficial anyway; and secondly, that a superficial acquaintance with something need not be intellectually disreputable and may be most important in giving one a better general perspective. But those who have tried this have been left very much to pioneer on their own. Now, however, there are increasing sources of pedagogical experience on which to draw. Training, especially for those teachers who are going to make history teaching their special field, is very much needed and is clearly possible.

Training for the upper secondary school

102. Completion of secondary school education, by staying at school till the age of eighteen or thereabouts, is becoming increasingly the norm in the more affluent countries. In many countries, however, it is still the priviledge of a few who will mostly go on to higher education in some form or another and become part of a nation's élite. At this level the student is capable of discussing many matters with his teachers on his own terms, and he is being trained to apply himself with considerable independence to the solution of quite difficult problems. Although his studies are still general for the most part, there is a beginning of specialization according usually to his own interests. He is now beginning to be capable of formulating reflections on his own experience (moral, social, intellectual and emotional) and to be interested in subjects of study, as we say, "for their

own sake". He is likely not to accord his teachers authority simply in virtue of a social status, but rather to recognize it as authority in so far as it shows that they have more knowledge and have reflected on it to better effect than those they teach. Pupils at this level are almost certain to welcome a larger world dimension in their various studies if this is accomplished with intellectual integrity, and in any case they are likely to welcome, and to be ready for, debate on world problems of many kinds.

103. What is lacking in the training of teachers at this level and from this point of view? In general, that their own education has itself been too narrowly conceived, and in particular that they tend to think of themselves as being trained to teach what they have learned instead of being ready to learn what they now ought to teach. It is at this level of teacher training (often involving university graduates who are given professional training after taking their university degree) that two things are especially necessary. One is that they must know more about the young men and women they are presuming to teach and of their problems and interests at this stage of their development, which include many problems of world range. The second is that they must be given the impulse to learn more themselves and to break new ground in their teaching both in regard to subject matter and to content; this is where, especially, the world dimension comes in.

Some further possibilities

104. Achievement of the objectives of education for international understanding at the teacher-training level, as at others, depends to a considerable extent on the general atmosphere of the training institution and on the character of relations between teachers, between teachers and students, and between the school and parents. Application of the techniques of group dynamics to the training of teachers and future teachers can help to improve such relationships and, as well, the individual's insight into himself. In some instances, school structures and activities can be adapted in such a way as to make the educational experience a practical exercise in the application of principles underlying international understanding.

105. As regards the adaptation of curricula and textbooks to the objectives of education for international understanding, some educators favour the introduction of courses in moral philosophy and the history of civilizations, where these are not already offered; a strengthening of the social and human sciences components of general education programmes; and improved training in statistical methods, inquiry methods and techniques of evaluation. The effect of such innovations can be reinforced by a wide range of related activities: group manifestations on artistic themes, such as performances of foreign music and expositions of foreign art; lectures (including lectures by foreign visitors), seminars, symposia and exhibitions on international themes; the formation of clubs, and so on.

106. There are numerous possibilities for extra-mural forms of action which would contribute to the purpose, for example:

organization of study courses abroad for future and in-service teachers;

exchanges of teachers (particularly teachers of social studies and modern languages) between secondary schools and teacher-training institutions of different countries;

organization of international workshops for teachers and educators;

establishment of documentation centres for services responsible in particular for the exchange and dissemination of materials useful in promoting international understanding, such as textbooks, pamphlets, slides, records, films, tape recordings, television tape recordings, etc.

The rôle of Unesco and its National Commissions

107. Unesco and its National Commissions should assist, to the extent possible, in such activities as those mentioned in the preceding paragraph. Other suggestions concerning their rôle are given below.

108. One of Unesco's great functions is to act as an international clearing house of information and experience. Through the National Commissions, individual institutions for the training of teachers should be invited to send detailed and if possible evaluated accounts of experiments they have tried along these lines and Unesco should from time to time (through, for example, the Courier, through the bulletin linking the Associated Schools, through supplementary reports to the International Conference on Public Education, and through special publications) make these more widely known.

109. The extension of the Associated Schools Project to teacher-training institutions is greatly to be welcomed. This should now include more institutions, and particular institutions should be invited to make their own projects link up, through the practice teaching of their students, with projects in schools for which they should be specifically trained.

110. The fellowships programme of Unesco should include seriously-planned study visits to teacher-training colleges making such experiments by persons who are in a position to apply what they have learned to their own colleges, with appropriate adaptations, on their return.

111. Unesco should give all possible support to research institutions in order to provide guidance for the establishment of special programmes of education for international understanding, at the teacher-training level, in different countries.

112. It would be useful for Unesco to commission a study of the scope and character of teacher training in respect of education for international understanding in different countries. This should be an objective critical inquiry carried out by non-governmental professional bodies.

113. Unesco should intensify its action in support of the training of rural teachers in developing countries in order to further the creation, in disadvantaged areas, of a cultural environment in which education for international understanding can be effective and meaningful.

114. National Commissions for Unesco should distribute as widely as possible, at all teaching levels, the relevant Unesco literature, giving priority to teacher-training institutions as the producers of educators.

HIGHER EDUCATION[1]

The development of higher education in relation to international understanding

115. In view of the nature and objectives and missions of higher education in relation to contemporary world problems, the urgency of promoting international understanding at this level is keenly felt. An examination of the development of higher education relating to international understanding is especially important because of the place which it enjoys in the contemporary world. It is by its nature, in most countries, the pace-setter for the entire educational process because it is the highest level to which all other levels are preparatory. It is generally the highest level for the education of persons who will carry major responsibilities in government and in other leadership rôles. It is here also that special preparation is provided for a wide range of professions, including the mass media, adult education, etc. Higher education provides the preferred setting for research in the natural and social sciences and in the humanities. Especially in the natural sciences great progress has been made in achieving transnational co-operation and thereby, indirectly, in promoting international communication and understanding. It is the principal link for each nation with intellectual leadership throughout the world; but more than this, higher education seems to be the only universally-oriented educational resource found in the nations of the contemporary world community to which mankind can look for leadership in speeding the advancement of international understanding to guide governmental policy.

116. Higher education is also considered to be an instrument for social and cultural innovations and community development - rural and urban. Universities, if properly organized with built-in flexibility, can serve as an effective agency of change and progress of the society. In view of these characteristics and possibilities, higher education can make a significant contribution to international understanding in teaching, research and public service in the directions indicated below.

117. There has been an obviously growing awareness in many institutions of higher education of the need for broadening the international outlook of students and for preparing them better for responsibilities in the modern world community. As in primary and secondary education, considerable progress has been made in curricular reform during the last two decades. In some institutions there have been major reforms in the teaching of history, world cultures and religions, languages, economics, sociology, psychology, comparative and international politics, international organizations, etc. There have been developed intensive study programmes focused upon regions of the world traditionally neglected and on some problem areas such as the development process. Of special importance has been increasing emphasis upon development of the social sciences for the study of cultures, political and economic systems and international relations.

118. Curriculum modernization, both at graduate and undergraduate levels, has been accompanied in many institutions by efforts otherwise to enrich the intellectual fare by giving it an international flavour - through welcoming foreign students, increasing use of foreign scholars as teachers, encouraging study abroad, etc. Closely connected with the issue of curriculum modernization

(1) The definition of higher education given in the World Survey of Education, vol. IV Higher Education published by Unesco in 1966 is as follows:

> "For the purposes of this publication higher education is defined as all types of education (academic, professional, technological, artistic, teacher education, etc.) provided in institutions such as universities, liberal arts colleges, technological institutes and teachers' colleges for which: (a) the basic entrance requirement is completion of secondary education (whether general, secondary, technical secondary, vocational secondary or teacher training at secondary level); (b) the usual entrance age is about 18 years; and (c) in which the courses lead to the giving of a named award (degree, diploma or certificate of higher studies).
>
> "While the definition appears to be reasonably clear, it does no more than establish a level or sector of the national educational system, and does not standardize terms or categories as between countries. In other words, each country describes what is regarded nationally as higher education. The degree of comparability, internationally speaking, becomes progressively less (or more difficult to establish) as one goes up the educational ladder."

is the university reform movement throughout the world in which students are claiming increased participation. An obvious effort has been made to broaden library resources essential to a more international or universally-oriented curriculum.

119. These and other efforts represent important contributions to a better preparation of students in terms of knowledge and attitudes needed if greater understanding of world affairs is to be achieved. Probably in no country have such efforts to provide an international or transnational or even global outlook been sufficient. There are undoubtedly many institutions of higher education where this effort has not yet begun, and progress along these lines must today be a measure for judging the quality of educational institutions at this level.

120. The progress made should be judged in part by the manner in which the "international dimension" has been introduced. The addition of new courses of study, for example, history, religion, world cultures, however valuable in themselves, can turn out to be merely increases in numbers of offerings rather than organically integrated approaches and programmes designed to give new insights in depth within broader global contexts. The feasibility of introducing a global dimension or awareness in all principal fields of study requires careful exploration, as does the relating of various areas of knowledge to practical world action in coping with major issues.

121. The contribution of higher education to the advancement of international understanding may be considered in the following three principal functional areas, namely, teaching, research and public service.

(a) Teaching

(i) Pre-professional

122. Curriculum provisions for the collegiate level leading to the first degree, in many countries, are related to the completion of general education. On many campuses there is a notable absence of international dimensions or outlook in the content of the curriculum. There needs to be a harnessing, on an interdisciplinary basis for instructional purposes, of man's knowledge in the analysis of such major world issues as environmental pollution, population pressures, depletion of natural resources, international trade, world poverty, economic and social development, minority problems, armaments and disarmament, human rights, international decision-making, jurisdiction over the sea bed and over outer space and the rôle of law in international relations. The objective should be to provide the student with composite, interdisciplinary insights into the nature of these and other critical world problems and into the essential requisites for achieving solutions. This may call for wholly new curricula or teaching methods, and for dropping some of the less relevant academic baggage that has accumulated over the years. It is recommended that Unesco undertake a vigorous effort to help university and other appropriate research institutions to examine the degree to which higher education in its own country at this level is indeed organized and equipped to provide this kind of educational experience. Through co-operative transnational research projects important comparative insight can be provided. In the promotion of such assistance, Unesco should seek to involve the co-operation of principal international non-governmental organizations, possibly through contracts. The results of such research may well point to significant areas requiring further collaboration among universities. Unesco itself may wish to utilize seminars, fellowships, publications and technical assistance in advancing the efforts of nations to reform the scope and organization of their educational systems.

123. It is encouraging to note that, in some countries, a special course on cross-cultural studies and social and behavioural sciences has been made a required subject for all university students. Surveys should be made of present curriculum provisions, which might be undertaken by national education authorities with the participation of appropriate non-governmental organizations and research institutes.

(ii) Professional

124. The introduction of international dimensions or outlook in professional training at both undergraduate and graduate levels is also of cardinal importance, as is the case in general education at the higher education level. Training for such professions as law, medicine, agriculture, engineering, business, and public administration, given the important influence of these professional groups in the development of most countries, must include a substantial preparation for understanding the world setting of their professional practice.

125. Professional training is generally for life-long careers in given fields. Therefore, there is a great need for providing a minimum balanced account of humanity, stressing humanistic and social sciences in the training of engineers, medical doctors, etc. No matter what their speciality, the professional people, if only as ordinary citizens, will be participants in the development of national policies and will influence the conduct of international relations. In this connexion, important networks of professional transnational communication and collaboration already exist in such bodies as the International Council for Scientific Unions (ICSU), the International Social Science Council (ISC), the International Political Science Association (IPSA), the World Confederation of Organizations for the Teaching Profession (WCOTP), and the World Federation of Teachers' Unions (WFTU), and the advantage of promoting international understanding through these existing channels and practices is important. From this point of view, universities and institutions of higher education in developing countries have a vitally important rôle to play, and it should be a major objective of Unesco to further by all appropriate means developments along these lines.

(b) Research

126. It is of central importance that higher education in all countries should press vigorously for the development of its research, resources and capabilities, especially in the social and behavioural sciences; that these resources be systematically focused upon issues or subjects of critical importance to enhancing international understanding, and that the outcome of research be made effectively available for teaching purposes at all appropriate levels, for use in governmental policy formulation and for application in the work of international organizations. There is a great need for a more vigorous effort by Unesco to encourage the development of social and behaviour research resources, using for this all feasible means, including technical assistance, the involvement of international non-governmental organizations, etc.

127. There are two focal areas in which research is urgently needed. First, there is a great need for more knowledge about the manner in which the achievement of greater international understanding can be accomplished; for example, how the achievement of greater understanding of the national and international development process can be furthered by educational means.

128. Institutions of higher education should take leadership in helping to formulate, on the basis of careful research, models and techniques for the evaluation of the curriculum in force at primary and secondary levels. Problem-oriented research might take up the question of the contribution of education to counteract the provincialism, ethnocentrism and nationalism that have so continuously frustrated efforts to find rational, internationally acceptable solutions for the world-wide problems of human welfare and peace. There is a wide range of topics related to contemporary world problems - ethnic problems, youth problems, student unrest, religious prejudice, violence, etc. - which should be studied in co-operative research involving multinational and multidisciplinary participation. In respect to all of these, Unesco should provide initiatives and assistance to national efforts.

129. A second area of research more closely related to the present conduct of international relations, in which international understanding is a necessary component, has come to be comprised within the term "peace research".(1) The potential importance of university research on peace and related problems is likely to be enhanced by transnational co-operation between universities, whether in neighbouring countries, within regions, or within the larger world community. Such co-operative research should seek to identify for governments and the peoples of the nations reached by it new bases for more constructive conduct of their international relations; where university departments are engaged in studies of strategic thinking and analyses of international relations, they should consider ways of making more widely available material for critical public appraisal of defence concepts and policies.

130. Non-governmental organizations and private foundations have an important rôle to play in the planning and execution of co-operative research in association with institutions of higher education. In this respect it is recommended that Unesco should find new ways and means in which

(1) Its scope has been indicated in a Unesco publication, Impact, vol. XVII, No. 2 April-June 1968. As briefly summarized in an article by Bert V.A. Röling, it includes research on war, peace, man, society, and the international system, and the means of bringing about change.

non-governmental organizations can more effectively encourage and participate in research projects, especially in humanistic and social science fields. It was felt that Unesco has been unsuccessful in mobilizing the capabilities of certain non-governmental organizations. A suggestion was made that international institutes such as the International Bureau of Education and the Unesco Institute for Education in Hamburg should further develop their research activities on international understanding. (1)

131. A further function of Unesco should be to collate, report and disseminate relevant researches in different countries on contemporary world problems relating to ethnic, religious and other prejudices, as well as to youth and student problems.

132. In discussing problem-oriented research on an international scale, the possible contribution in this respect of international universities (world universities) should be considered. In this case, the main objectives of such institutions should be to promote research activities on transnational and international problems rather than to focus on more traditional patterns of university organization. Such institutions would be desirable, but this should not be construed as an endorsement of any particular proposals which have thus far been made.

133. The question of the international exchange of teachers and students is of the utmost importance in promoting international understanding in higher education, and Unesco should take a bold step to extend and strengthen the training abroad programme in the years ahead. To this end it was recommended that a serious and thorough study be made of Unesco programme activities in this field, with respect to the procedure followed for the selection of candidates, the organization of their study programmes, the evaluation of their study tour, and the contribution which they have made on return to their own countries, etc. (2) The length of the study tour must also be adjusted in a flexible way to meet the requirements of fellowship holders.

(c) Public service

134. Institutions of higher education must recognize that they have public service responsibilities in addition to those they have in respect of teaching and research, and that indeed they must be deeply involved in national and international development processes. In meeting such responsibilities, important contributions can be made to international understanding.

135. Many universities provide support for extra-mural or adult education in the broad area of public affairs education, often assisting adult civic groups in the development of programmes, in securing professional leadership, perhaps from their own faculties, and often they provide physical facilities for seminars, conferences and other kinds of meetings. In providing such assistance, major contributions can be made to the development of greater international understanding as this has been defined.

136. Important contributions can also be made in the context of the mass media programmes, especially radio and television, for which universities frequently carry operational responsibilities.

(1) The Unesco Institute for Education, in co-operation with Unesco National Commissions and with assistance from Unesco, has already organized twelve annual, multinational seminars for teachers from 1955 to 1966 on various aspects of education for international understanding. A booklet in English entitled Education for International Understanding giving an account of the seminars in this series was published by the Institute in 1969.

(2) The Unesco Secretariat has recently carried out a study of its fellowship and study grant programmes for a period of 20 years from 1948 to 1968. During this period a total of 11, 500 fellowships (16% women) and 1, 787 study grants (177 workers, 553 youth leaders, ...) were given. Geographically speaking, 20% of the fellowships and study grants were awarded to Africa, 9% to Arab states, 27% to Asia and Oceania, 16% to Europe and North America, and 27% to Latin America. The breakdown of fields of study carried out by the programme indicates 43% in education, 31% in science, 14% in social science and culture, and 12% in communications. It is expected that an international committee of experts will be convened at the end of 1971, subject to approval by the General Conference at its sixteenth session, in order to advise the Director-General on the development and policy concerning training abroad in the light of the preliminary study already made.

A deliberate effort by universities to further international understanding through various kinds of adult education is especially important because it can reach people who are already participating and possibly influential in the political decision-making process. The contribution through radio and television has additional importance because the listening and viewing audiences include masses of pre-school and school-age children and youth.

137. Universities and other institutes of higher education can perform an important public service rôle through co-operation with governmental programmes of cultural and educational exchange in providing training and research related to technical assistance and international voluntary service activities, and in encouraging surveys by professors and students in such activities. Through such co-operation higher education can contribute to enlightened governmental programmes, as well as to greater international understanding within the university community.

The rôle of National Commissions for Unesco, non-governmental organizations, private foundations and business concerns in the advancement of international understanding in higher education

138. The National Commissions for Unesco, established in many nations in accordance with Unesco's Constitution, provide an important potential public service focus for higher education in the promotion of international understanding. This is an opportunity that seems to have been inadequately used, partly because of the official make-up of many National Commissions. Partly it is because of the tendency of National Commissions to focus upon specific programmes of Unesco rather than upon how the people of their individual nations can be provided with better understanding of the wide spectrum of economic, social and political problems that cause deterioration in the relations among nations.

139. Unesco has not always been successful in reactivating certain non-governmental organizations' collaboration in areas of crucial importance, such as higher education, and it is recommended that Unesco should find more effective ways of enlisting this collaboration. In this respect Unesco should develop new techniques in bringing together non-governmental organizations for the purpose of effecting more creative and productive activities. Ways of obtaining moral and financial support from private foundations and business concerns for research projects of crucial importance on an international scale will also have to be found.

Concluding remarks

140. The great need now, and this holds especially for higher education, is to recognize more clearly the crisis of survival faced by mankind due to the chaotic nature of transnational and international economic, social and political relations. Having comprehended the magnitude of the crisis, it is necessary to proceed with far greater determination and dispatch in shaping the contribution which education makes toward achievement of the international understanding needed in coping with the crisis.

141. The contemporary growing awareness of the environmental crisis and the purposeful search for personal, national and international ways of coping with it provide a useful prototype for how to proceed at the level of higher education with research and teaching. The mobilization it has brought about in some countries of the resources of higher education - physical and social sciences and humanities - is an indication of what can and must be done also in respect to the crisis in world-wide human relations. The danger of extermination by pollution, exhaustion of natural resources, and over-population, as well as the menace of extermination by world-wide chaos and war, call for intensive new efforts in providing foundations for international understanding.

142. Higher education carries a major responsibility for the technological advances which gave rise to the crisis situations in both the environment and human relations. It now carries a corresponding responsibility to assist in finding ways of resolving both.

MAIN SUGGESTIONS

143. Since the foundation of the United Nations many countries have experienced the scourge of war and the present critical world situation threatens the cause of peace and perhaps the survival of mankind. It is nevertheless believed that international understanding, harmony and peace are goals that can be attained if the nations of the world desire to reach them. Further it is believed that through education at all levels, the conditions for the attainment of such goals may be significantly advanced.

144. The governments and peoples of the nations of the world should examine their national policies, both domestic and foreign, for the purpose, on the one hand, of identifying and then amending or abandoning those policies which hinder the achievement of international understanding, harmony and peace; and, on the other hand, of identifying and strengthening those policies which assist the attainment of these goals. The maximum possible resources, financial, material and human, should be provided for education in pursuit of these goals.

145. Member States and Unesco should give a much higher priority to achieving educational contributions toward international understanding. In the case of Member States, it is urged that National Commissions and their supporting voluntary organizations and their members press forward with all possible speed in strengthening the prospects for attaining this objective. In the case of Unesco, it is urged that the promotion of education for international understanding should be one of its major activities and commitments, both under Regular and Technical Assistance programmes. In particular it is urged that a co-ordinated, dynamic effort be attempted through systematic mobilization of all relevant Secretariat resources, including in particular those available in educational planning, literacy programmes, adult education, curriculum development, teacher training, social sciences and mass communications. Intensive efforts should aim to involve non-governmental organizations of a civic and professional character.

146. Unesco should urge publishers and authors to examine with care manuscripts, especially textbooks and other educational materials, in terms of their likely impact upon advancing international understanding as this concept is described at the beginning of this report. Consideration should be given to the establishment of a committee of highly qualified persons to examine manuscripts and to provide possibly a certificate of consistency with promotion of international understanding.

147. National Commissions should be urged to establish committees to examine textbooks relevant to international understanding with a view to the formulation and observation of standards which are of context consistent with the furthering of international understanding.

148. Renewed efforts should be made by Unesco to invite bilateral and regional or sub-regional textbook evaluations in terms of the treatment of subjects of mutual concern and having a bearing on prospects for international understanding. Similar co-operative initiatives should be undertaken in respect to the content of the products of mass media.

149. It is urged that Unesco encourage by appropriate means the strengthening of regional and sub-regional agencies of a professional educational character which are concerned with the preparation of teaching materials, so that they may contribute to the advancement of international understanding.

150. Unesco is also urged to promote, in close contact with well-established national centres of research and in co-operation with professional non-governmental organizations, research on world-wide developments in youth culture. It is especially important that youth leaders be invited to participate in planning and conducting the research. Possibly such an effort can best be made through contracts with competent non-governmental organizations. The essential focus should be to shed light upon the implications of youth protests for the planning and conduct of education, and especially its contribution to international understanding.

151. At regional and other meetings of Ministers of Education called by Unesco, teaching for international understanding should be a major agenda item, with due regard for the various forms it can take.

152. Unesco should, as a matter of policy, utilize opportunities afforded by requests for technical assistance, in such areas as educational planning, teacher training, curriculum development, adult education, literacy, mass media development, etc., to emphasize the urgency of making progress in civic education as it relates to international understanding, and it should help in developing appropriate means for this purpose.

153. More systematic and more serious use should be made of "exchanges" of persons with a view to their contributing to international understanding by significant persons or groups. A major evaluation of the effects of this programme in the past may be in order, undertaken by research specialists, of whom there are many in some Member States which have had substantial exchange programmes.

154. It is suggested that serious consideration be given to the establishment by Unesco of a high level professional group or panel of specialists who might be invited by Member States to examine and to report to the government concerned on the state of education for international understanding.

155. Unesco should commission appropriate international or national research agencies to prepare bibliographies and synoptic summaries of research completed or in progress which bears directly upon factors related to achieving international understanding.

156. Unesco should significantly intensify its efforts to help in the development of national centres for social science research, which are essential to, among other things, the conduct of inquiries into the means by which, in a given Member State, education can best promote international understanding.

157. Unesco should urge upon National Commissions, their constituent organizations and universities in all Member States that more attention be given to the broadening at all levels of the international dimension in civic education. In particular universities should be urged to provide continuing leadership in this respect.

158. As a follow-up to the meeting which is the subject of this report, Unesco should organize a series of regional or sub-regional seminars. In preparation for them, Unesco should arrange for professional studies by nationals of each Member State concerned on the condition of education for international understanding and an analysis of particular problems. The documents of the present meeting might suitably be distributed for identification of critical issues.

159. As a special outgrowth of International Education Year (1970), the report of this conference might be sent by Unesco to all Ministries of Education or other national education authorities, with the suggestion that they use it as a basis for an early appraisal of this aspect of education in each country.

Studies

160. National ideology is an important motivator of social action. Hence a study of national ideologies with particular reference to the place of violence in the achievement of national goals and the emphasis placed upon abjuration of violence as a means to national ends, deserve study. Unesco should consider stimulating studies of ideologies of selected nations in different geographic regions.

161. Prejudice, like peace, is indivisible. A knowledge of the nature of national prejudices, meaning thereby prejudices between groups within the national society, will be useful in understanding in a proper context prejudice between nations. Unesco should therefore encourage the study of prejudices between groups within national boundaries. The study of prejudices based on differences in language, in religion, in colour, will thus further our understanding of the complexities of international understanding.

162. Studies concerned with the individual are also needed. As Gordon Allport has said: "Ultimately there is no solution to the problem of inter-group tension excepting the inner growth of serene and benevolent persons who seek their own security and integrity not at the expense of their fellow men, but in concert with them." Unesco should assist projects for the critical review of psychological and sociological literature on the significant child-rearing practices that facilitate

the development of serene and benevolent persons. Laboratory research on aspects of child-rearing practices should be supported by Unesco only under special circumstances, as considerable work in this field is being carried out in university departments. A review of studies with special reference to the development of "aggression" in the child deserves special mention.

163. International studies should comprise the development and standardization of culture-free tests for objectively measuring the degree of international understanding in sample populations from different national groups. For the development of such tests, an analysis of the concept of international understanding itself will be required. To facilitate the development of measuring instruments, Unesco should assist in an analysis of the concept of international understanding in terms of measurable dimensions describable in operative terms. It is of course realized that international understanding is a concept with complex nuances and that it cannot be fully covered in terms of measurable dimensions. However, it is felt that such a factor of analytic approach will be of help to social scientists in their attempt to measure changes in international understanding in nations over the years.

164. There is lacking a world centre or clearing house of information on the content, scope and methods of civic education to encourage co-operative research among professional centres in Member States. Unesco is urged to explore how this need can be filled, and in this context, to consult on the widest possible basis the professional agencies and institutions in Member States. Particular care should be taken to seek the assistance of professional non-governmental organizations in education, social sciences, mass communications etc.

Associated Schools Project

165. There appears to be a good deal of evidence that some of the programmes of Associated Schools have made significant contributions in providing an international dimension for civic education. There is a need, however, for some systematic research into the components of specific educational programmes undertaken within the Associated Schools Project, and for evaluations of their effectiveness and of their applicability in other schools and other cultures. It is suggested also that pilot projects be undertaken to test the effectiveness of various curricula and materials. Finally, it seems important for Unesco to press more vigorously toward extending the Associated Schools Project so that all Member States may be involved in it.

166. More specific suggestions in respect to the Associated Schools Project are also submitted:

(a) That the programmes of the Associated Schools Project should have greater continuity and sequence in content and activities throughout the education process;

(b) That students should be encouraged:

to maintain correspondence with students in other countries;

to organize debates, panel discussions and forums on international understanding, co-operation and peace;

to include in school papers a section on news and current affairs of countries of the region and the world;

to conduct public campaigns in favour of regional and world understanding, co-operation and peace;

to organize school committees to promote regional and world understanding and co-operation, with a name such as "Working towards a regional and a world community";

to organize school clubs, such as: "Correspondents in other countries of the region and the world", formed by students who will maintain correspondence with students in other countries;

to plan and organize study trips to countries of the region and others, when possible, during vacation periods;

to organize clubs called: "Friends of ...", to promote knowledge and appreciation of a particular nation or people.

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